Protocol for Collaborative (Alt-Ac/Lib/Faculty) Course Design
Research curriculum protocol
http://tiny.cc/researchcurriculum
Presentation Slides:
https://docs.google.com/a/oxy.edu/presentation/d/1dU0TSOY5ZtieFs01CfQqRWf5uxTJ9Q49mq
W8sjR2H3I/edit?usp=sharing

The purpose of the protocol is to express and develop collective wisdom on what questions we might ask of faculty when participating in a collaborative course design process. The protocol focuses on developing a "kit" of materials for students to work with, and suggesting activities.

We've constructed course scenarios from typical research assignment ideas we encounter in our work with faculty. We ask you to take these research assignment scenarios and develop them into an assignment that calls for intentional curation of materials by faculty and students.

1. What is the non-discursive element of a research process, as distinguishable from the research paper?
2. Design an activity that involves a significant investment of: a) class meeting time; b) portion of the syllabus; c) percentage of the grade.

Scenario 1

Prof. Edmondton is teaching a course on the history of audio recording technology and assigns students a multimedia essay that students will publish in an online blog. The professor approaches you about how to make sure students are citing their media sources correctly. It's summertime and you have a good working relationship. You see an opportunity to help them (or their students) curate a set of relevant, high quality materials.

1. What time period is prof focused on?
2. What examples of recording technologies do we have in our collections? Are there other relevant collections students can use (local museum, other library, archives)?
3. What do you want students to learn about the technologies (what's the focus of your course)? cultural significance, technology development, tech w/in social context (e.g., use in wartime, use during periods of protest--civil rights)
4. How does prof imagine multimedia essay will fit with pedagogical goals of the class? Is it the best way for students to demonstrate what they've learned?
5. What media sources will students will use in their projects? Copyrighted or public domain? Is there anything on internet archive?
6. Important to help students understand copyright, fair use, public domain, why we acknowledge/cite the work of others

Scenario 2

Prof. Crankey from the Chemistry Dept. is teaching a Freshman Writing Seminar course on environmental ethics and assigns students to write a research paper at the end of the term using three primary sources and five secondary sources. They are concerned that students are often selecting primary sources only at the end of their research process and would like your help in redesigning the assignment.

- What has worked well in the past? What has not? What could you get rid of to make room in the syllabus?
- Give the students some limited number of sets of primary source materials and work with them to select the focus group?

Scenario 3

You see in the course catalog that Prof. Horrowstorey is teaching a course that would seem to align with an existing collection of artifacts and manuscripts in your college's holdings. You set up a meeting with them to talk with them about how they might incorporate use of the collection.

Starter Questions

- What criteria could you provide, or what questions would you ask in order to help faculty scope a constrained set of content sources for the course?
- What resources do you know about that could be useful (your own holdings, archives, nearby libraries or museums, digital collections, etc.)?
- How could students be involved in the collection of a set of materials for the class (not just for their individual papers)?
- What criteria could you provide for students to help them make selections?
- What are your points of intervention in the course as students collect or use a given collection? What forms could the intervention take? (workshops, visits to archives, online/email consultation, etc.)
- What disciplinary methods for analysis or critique would be applicable to the materials, and how could they be adapted for learning activities and projects?
- What modes of engagement could be deployed to increase student attention to materials and encourage interaction?

Add additional questions and thoughts below...